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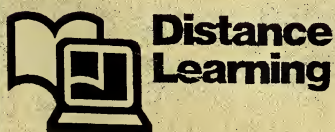
JAN 27 1992

# Personal Life Skills 7



## Learning Facilitator's Manual

### Module 5: Human Sexuality



**Alberta**  
EDUCATION



### **Note**

**This Health and Personal Life Skills Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.**

Health and Personal Life Skills 7  
Learning Facilitator's Manual  
Module 5  
Human Sexuality  
Alberta Distance Learning Centre  
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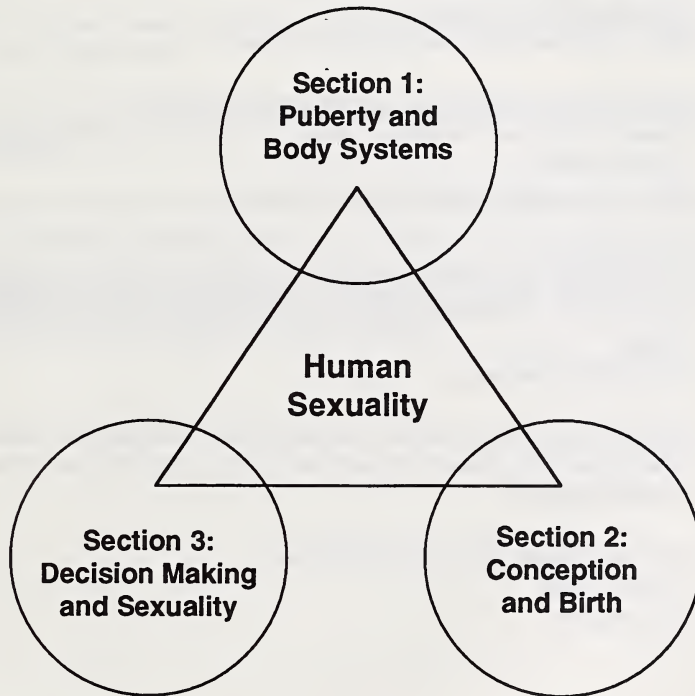
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## Module 5: Human Sexuality – Overview

This module focuses on several areas of human sexuality. Students learn about puberty, the reproductive system, the endocrine glands associated with growth and sexual maturity (pituitary gland, testes, ovaries), conception, and birth. Factual information is given to replace myths and incorrect information that students may have regarding sexuality. Students are given the opportunity to develop and practise their decision-making skills. They are encouraged to consider their personal and family values, attitudes, beliefs, and opinions when making any decisions concerning sexuality. They are also encouraged to be responsible for whatever decisions they make.



### Evaluation

The evaluation of this module will be based on three section assignments.

Section 1 Assignment	30%
Section 2 Assignment	20%
Section 3 Assignment	<u>50%</u>
<b>TOTAL</b>	<b>100%</b>

## Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme V – Human Sexuality (Optional) at the Grade 7 level. When the resource can be used for more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre unless otherwise specified.

- *Choices: The Mating Game*  
1986 study guide  
(Note: The section on STDs is not appropriate. Other recommended and supplementary resources should be used.)  
Note: Also used for grades 8 and 9 – Theme V
- *Growing through Knowing, Teacher Resource Guide*  
Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1988.  
(teacher resource)  
Note: also used for grades 8 and 9 – Theme V
- *Then One Year*  
Los Angeles: Churchill Films, 1984. Distributed by McIntyre Educational Media Ltd.  
videotape dub (20 minutes) BPN VC264401 available from ACCESS Network Media Resource Centre  
(16mm film/videotape)
- *Sexually Transmitted Disease, Teaching Outline and Resource Guide*  
Educational Unit, Sexually Transmitted Disease Control, Alberta Health, 1988.  
(teacher resource)
- *STDs An Update, Part 1: The STD Gang*  
Grade 7, 1986  
(filmstrip kit)

## **Teaching Human Sexuality – Where Do You Start?**

To develop a solid foundation and a successful human sexuality program, check your school and school board policy. It is essential to first seek permission and support from the school principal and central office. Then inform parents and encourage their input. It is important to request participation of community resource personnel as well. The approval and support of all these members will ensure a well-established program.

### **Parental Involvement**

Parental support and involvement is crucial to the human sexuality program. You, as a teacher, can involve the parents in many ways.

- You may be required by your school to have parental consent before a student can be involved in the program.
- You may plan a parents' informational meeting where the philosophy, rationale, objectives, and content of the human sexuality program are presented. At this meeting the parents should have the opportunity to meet the teacher and receive clarification on any aspect of the course. They should be able to review the instructional materials that will be used in the program as well as discuss and question any component of the program.

Following is a sample letter you may wish to use to invite parents to your parents' informational meeting. There is also one on page 152 of the *Health and Personal Life Skills 7 Teacher Resource Manual* that you may want to use.

### Sample of Invitational Letter to Parents

December 1, 19\_\_  
Lonestown Junior High School  
Lonestown, Alberta  
T1B 2D3

Dear Parent or Guardian,

During the upcoming semester, your child will have an opportunity to participate in the Human Sexuality theme of the Health and Personal Life Skills 7 program.

Topics that will be covered in the course include (list here).

Since it is important that the information presented in the program complement the information provided at home, I would like to meet with you at a Parents' Informational Evening on (date, time, place).

At this meeting you will have the opportunity to

- meet with me
- learn about the philosophy, objectives, and content of the course
- preview the proposed instructional materials
- discuss the program and ask questions about the course

I look forward to meeting you.

Yours truly,  
Health and Personal Life Skills 7 Teacher

Signature



## Community Resources

You will find that community resources personnel and agencies can provide much valuable information and assistance in this subject area. You can use these people as sources of information and resource materials and as guest speakers for some of the topics. Survey your community to see if any of these resources are available:

- media centres which provide audiovisual and print materials
- public health units
- health care personnel (doctors, pediatricians, nurses, nutritionists, pharmacists)
- social workers
- community religious leaders and counsellors
- disease control agencies
- family-planning agencies
- child welfare organizations

## Possible Strategies for Teaching Human Sexuality

Before choosing a teaching strategy consider the following:

- the needs, abilities, and receptiveness of the students
- your preferences and abilities
- the support, involvement, and receptiveness of the parents and community
- availability of instructional materials and equipment
- suitability of the strategy to the topic

There are many vehicles for teaching human sexuality. To initiate enthusiasm, rely less on lecturing as a teaching technique and try some of the following formats.

### Brainstorming

Brainstorming allows students to creatively explore ideas about a problem or topic. Welcome all suggestions without criticism.

Upon completion of the brainstorming process, do an evaluation to identify the most sensible, creative, and useful idea.

### Informal Discussions, Debates, and Panel Discussions

Informal discussions give students the opportunity to express their feelings, values, and opinions based on shared facts and ideas. Prior to the commencement of the discussion you, as the teacher, should clearly state the topic or choose stimulating questions to be discussed. This will spark the discussion and provide the students with guidance and direction.

Discussions can be facilitated in either large or small groups. Smaller groups are often more appropriate as each student will have more opportunities to speak. Also, shy students are more likely to participate in smaller groups since they are speaking to fewer people.

You may prefer assigning students to small groups rather than letting them choose their own groups. This method prevents friends from becoming more involved with each other than with the task at hand, which can disrupt the group process. This method also solves the problem of some students being left out.

The textbook *Growing through Knowing, Book I* and the student module booklet contain much of the factual information required. However, to obtain the most current information possible to assist you and your students in discussions, you may wish to contact sexually transmitted disease clinics, family-planning programs, social workers, pharmacists, doctors, nurses, and your local health unit. You can also use the government RITE number for your area to phone the provincial government health and social services departments.

## Role Playing

Role playing is a technique that can be used to explore problems and issues and to find solutions.

You can begin by outlining a situation that requires a decision. The situation should be relevant to the students. This will enable the students to relate to the role-play situation and participate in the process more successfully.

Possible topics for role playing in this module could include decisions to be made regarding forms of sexual expression or alternatives to pregnancy. Students could also be asked for ideas for role-play situations.

Once a role-play situation has been chosen, print or type the roles on index cards. Allow the students time to read the cards and think about how they will play their roles. Success will likely be more assured if the students are allowed to prepare by practicing their role play in advance.

## Guest Speakers

Guest speakers can bring much information and experience to your students in the classroom. Possible guest speakers from the community could include doctors, members of the clergy, social workers, teenage parents, and family-planning educators.

Be sure to choose speakers who are dynamic, capable of easily developing rapport with your students, and experienced in the field.

Have the students prepare for the presentation by listing relevant questions which could be asked after the presentation.

The students may express their appreciation to the guest speaker through a thank-you speech, a gift given as a token of appreciation, or a thank-you letter.



## **Media**

Students enjoy watching videos that allow them to get involved and identify with the characters and situations. Often they enjoy expressing their feelings, ideas, and attitudes about the issues presented. These issues can be used to stimulate classroom discussion.

It is important to preview any video you intend to show. Note the content, setting, type of language used, quality of acting, clothing styles, objectives, updated information, and realism of the situations and characters.

You must realize that no video is perfect, but if a video is to be useful in the classroom it should be relevant, entertaining, and up-to-date.

## **Freebies**

You can obtain many free pamphlets and handouts for classroom use from various community and government agencies.

Have a place in your classroom where these pamphlets and handouts can be stored, and encourage students to help themselves.

## **Artwork**

Artwork is an excellent way for students to express themselves. Collages depicting various forms of sexual expression, and posters dealing with unique individual development are some possibilities.

## **Creative Writing**

Creative writing is a very good way to encourage students to express their opinions and indicate solutions to problems.

Creative writing will work well in the problem-solving activities.

## **Independent Study**

Independent study involves individual students researching and studying topics of personal interest. Teacher guidance is needed.

Upon completion of an independent study project, the student should have the opportunity to discuss any concerns or discoveries with the teacher. This method lends itself well to the study of STDs.

## Question Box

There are ideas, concerns, and questions that students have, but feel too embarrassed to express. Having a question box where these concerns can be submitted anonymously would be beneficial. Only the teacher should have access to the comments submitted to the question box.

You could address comments found in the question box in time set aside prior to beginning each class.

## Open-Ended Statements

You can make use of open-ended statements to help students express their feelings, attitudes, values, interests, opinions, and reactions.

Open-ended statements would work very effectively as an introduction to a topic or as a form of review. In Module 5 you may want to try using open-ended statements for the following activities:

- Making Decisions
- Forms of Sexual Expression
- Alternatives to Pregnancy
- Social, Emotional, and Mental Changes in Puberty
- Uniqueness of Individual Development

## Creating a Positive Classroom Atmosphere

Because of the sensitive nature of many of the topics in the human sexuality module, it is important that a sense of openness be created. This allows students to feel comfortable when asking questions and discussing concerns. Individual privacy must also be respected. When openness and respect prevail in the classroom, students do not feel nervous about discussing many of the topics. If there is a problem with any student, it is best to discuss it with the student on a one-to-one basis.

Responding to a student's concerns, viewpoints, questions, and comments in a positive manner helps to create a positive learning environment. Many times there are no right or wrong answers and you must let your students know that their ideas are important and valuable.

Values, ideas, and beliefs about sexuality are unique to each individual and to each family. By working through this module together, you and the students with whom you are working will have the opportunity to discuss and share ideas on a wide range of topics.

## Section 1: Puberty and Body Systems

### Key Concepts

- **puberty**
- **anatomy and physiology**
- **physical, mental, social, and emotional changes during puberty**

In this section the students learn about growth and development during puberty and the differences between these terms. Students are made aware that individual growth and development patterns are different and unique. Students are introduced to the reproductive and endocrine systems. This prepares them for Section 2 – Conception and Birth. Students investigate the changes occurring during puberty and examine the physical, social, emotional, and mental changes that are natural and unique to each individual.

### Section 1: Activity 1

1. Find a picture of yourself when you were in early elementary school (grades 1 to 3). You may have to search for one in your family albums. Also, find a picture of yourself now. Paste each picture in the appropriate space.

*Students should paste their pictures in the appropriate spaces.*

2. Looking at the two pictures, explain what changes have occurred in terms of your growth?

*Students' answers will vary. Some possibilities might include an increase in weight and height or an increase in the size of arms, legs, head, nose, fingers, and hands.*

3. Looking at the two pictures, briefly explain the differences in terms of your development.

*Students' answers will vary.*

*Boys may answer that their current photographs show the development of facial hair, widening of shoulders and chest, muscular development, and toughened skin.*

*Girls may answer that their current photographs show breast development, widened hips, and facial blemishes.*

### Section 1: Activity 2

1. What is meant by heredity?

*Heredity is the passing on of certain traits and characteristics from parents to their child.*



2. What are some traits you have inherited from your parents?

*Students' answers will vary. They may have answers that include hair and eye colour, skin tone, and body build. They may get very specific and explain some of these traits in detail.*

3. Do a magazine search. Cut out pictures of the ideal male and female bodies shown in the ads or articles.

- a. Based on the ads and articles you have collected, what are the ideal images of body types?

*Answers will vary depending on the magazine used. Students will probably choose ads and articles that show models, athletes, or other famous people who are young, thin, muscular, tanned, well dressed, and so on.*

- b. Where do you think these ideals come from?

*They come from advertisements, television, and movies.*

- c. How many people do you think fit the ideal body types?

*Very few people fit into these ideal body types. Most people do not look like models.*

- d. In your opinion, what do you think is good or bad about these images?

*There is no incorrect answer for this question. Students should realize that it is unrealistic to compare themselves to what the media depicts as the ideal body type. No one has a perfect body, but everyone has attractive and unique features. Students should understand that everyone is unique and has individual and special qualities to offer the world.*

### Section 1: Activity 3

#### Part A

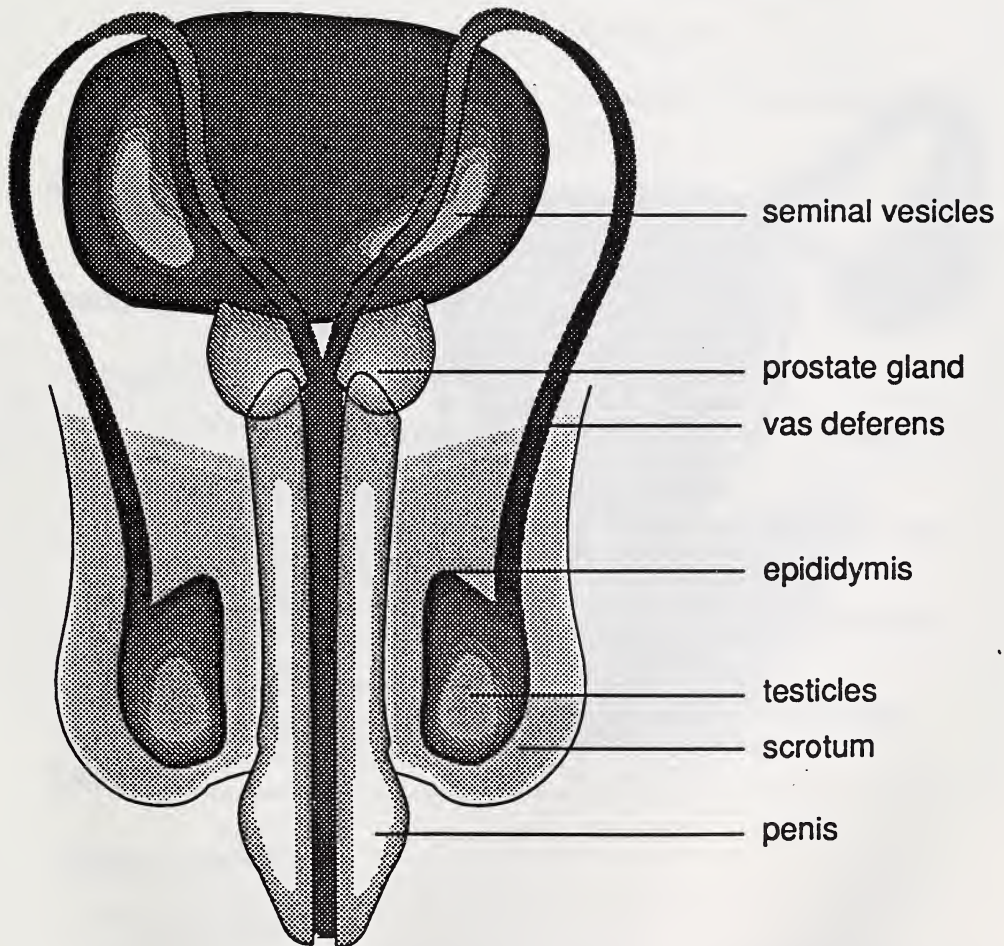
1. Read pages 21 to 24 in the textbook to learn about the female and male reproductive organs. Using the information from the textbook, label the diagrams following Part B.

*See the diagrams following Part B.*

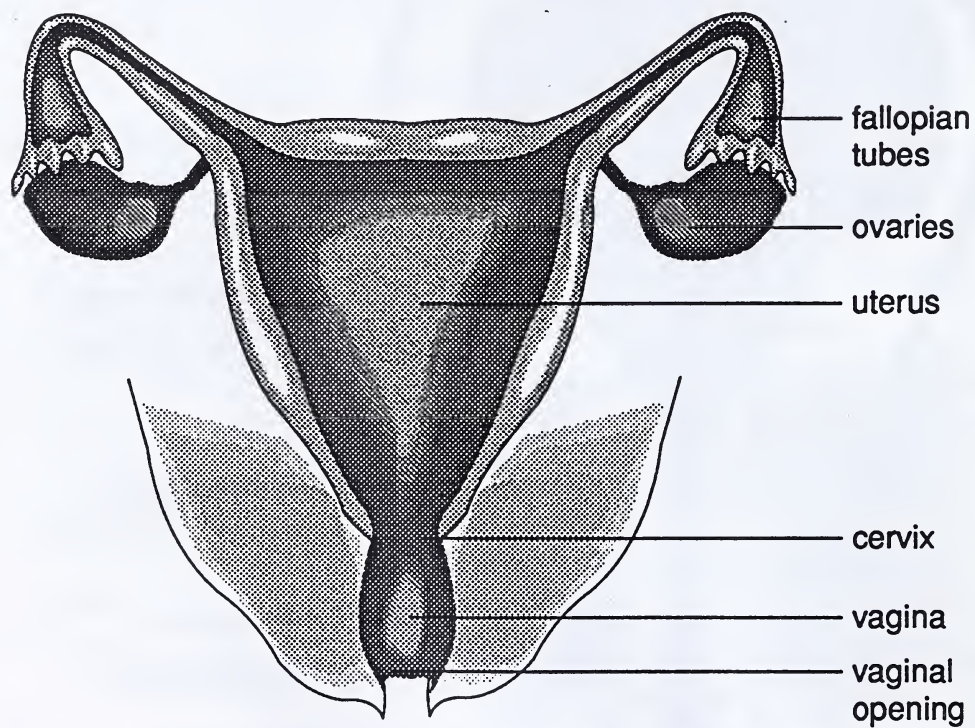
#### Part B

2. Watch Lesson 3 in the video entitled *Values and Choices*. Using the information from the video, label the following diagrams.

## Male Reproductive System



## Female Reproductive System





3. Find the term in the left-hand column that best matches the definition in the right-hand column. Write the correct term in the blank beside each definition.

Terms	Definitions
vulva	<u>vagina</u> the passage which leads from the uterus to outside the body
vagina	<u>ovary</u> produces ova
semen	<u>semen</u> thick white liquid that contains sperm
ovary	<u>scrotum</u> holds testicles
cervix	<u>clitoris</u> a highly sensitive part of the vulva found above the vagina and connected to the labia or lips
urethra	<u>testicles</u> produces sperm
testicles	<u>vas deferens</u> transfers sperm from the testicles to the penis
scrotum	<u>cervix</u> narrow lower portion or neck of the uterus
clitoris	<u>urethra</u> the tube that carries urine from the bladder
vas deferens	<u>vulva</u> all external parts of the female reproductive system

### Section 1: Activity 4

1. What are hormones?

*Hormones are chemical substances which are secreted by the endocrine glands and which regulate body functions, such as growth and sexual maturation.*

2. Indicate if the following statements are true (T) or false (F) by placing the appropriate letter in the space beside each statement. Correct the false statements to make them true by changing the necessary word(s).

  T   a. The endocrine system is made up of endocrine glands.

  F   b. The master gland of the endocrine system is the adrenal gland.

*The master gland of the endocrine system is the pituitary gland.*

  F   c. Estrogen is a hormone secreted by the male testicles.

*Estrogen is a hormone secreted primarily by the ovaries.*

  T   d. The endocrine system regulates growth and sexual maturation.

  T   e. The ovaries and testicles are glands in the endocrine system.

### Section 1: Activity 5

1. What are secondary sex characteristics?

*Secondary sex characteristics are sexual traits which develop in adolescents during puberty. Secondary sex characteristics include the growth of facial and body hair, deepening of the voice, development of breasts, menstruation, development of body shapes (widening of hips, shoulders, and chest, and muscular development), and increased sexual desires.*

2. What are some of the physical changes you have noticed happening to you and your friends?

*Students' answers will vary. Possible answers might include increases in height and weight, changes in body shape, new hair growth, increased oiliness of skin, development of acne, increased perspiration, or voice changes. Girls may comment on widened hips and breast enlargement. Boys could mention broadening of shoulders and chest, increase of muscle tissue, and change in voice.*

3. To help clarify the information you have just read about the physical changes occurring in both males and females, complete the following chart. Indicate to whom the change applies by placing a check mark (✓) in the appropriate column.

Physical Changes	Females	Males	Both
voice deepens slightly	✓		
erections occur		✓	
skin becomes oilier			✓
hips widen	✓		
sweating increases			✓
menstruation begins	✓		
hair grows in pubic region			✓
height and weight increases			✓
breasts enlarge	✓		
penis grows larger		✓	
ovulation begins	✓		
testicles enlarge		✓	
genitals become fleshier and darker			✓
voice breaks/deepens		✓	
sperm is produced		✓	



### Section 1: Activity 6

1. Puberty is a time of physical, mental, emotional, and social changes. You may recognize some of these changes in yourself or in others of your age group. Put a check mark (✓) in the column that best fits your opinion: A (agree), D (disagree), ? (don't know).

Changes	A	D	?
Adolescents appear able to take on more responsibility in grades 7 and 8 than they did before.			
Sometimes I feel great about myself, about who I am, and about what I can do.			
Sometimes I get down on myself. I think I'm not good enough.			
I worry sometimes about who belongs to which group of friends.			
It seems that some adolescents have so much energy that they can't sit still for long.			
Adolescents seem to have more arguments about what someone said or did to someone else.			

Changes	A	D	?
My feelings are easily hurt. That is, I seem to care a lot about how others treat me.			
Adolescents seem more interested in the style and condition of their hair.			
Male adolescents seem to be concerned about their muscles and their body size.			
Female adolescents seem to be concerned about their figures and their body size.			
Adolescents seem to be concerned about what kinds of clothes are in style.			
Adolescents seem to get into more arguments at home about what they are allowed to do, how late they can stay out, where they can go, etc.			
It seems more important to stand up for my opinions and to argue and debate them with other people now that I'm an adolescent.			

Changes	A	D	?
Sometimes I seem to be on a roller coaster ride – I am happy and cheerful one day, and then gloomy and miserable the next.			
I seem to go through periods of time when I feel tired or unenthusiastic.			
I find myself feeling clumsy and uncoordinated sometimes.			
Adolescents seem to spend more time thinking about, or talking about, or joking about sex.			
Sometimes I try to act more important than I really feel.			
I am concerned sometimes about the changes that are happening to my body.			
I often think about what is right and wrong, fair and unfair, and how things could be improved.			

1

<sup>1</sup> Adapted from Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. 7-3.



*There are no incorrect answers to this activity; however, it would be beneficial for students to discuss their answers with the learning facilitator. Please explain to the students that not all adolescents experience all of the changes of puberty in the same way or to the same degree. No one pattern is true for everyone, but there are a number of similarities that are typical for many adolescents. It is helpful for students to have these different patterns acknowledged as normal and to realize that these patterns are common to other young people as well.*

*It is also very important for students to understand that changes during puberty include emotional and mental changes as well as physical changes. Mentally, adolescents experience an increased ability to understand ideas and to think toward the future. Emotionally, adolescents will experience a wide range of strong positive and negative feelings. Both mental and emotional changes are normal and unique to each individual.*

2. Following is a list of changes. In the chart on the next page, place the letter of each change under the appropriate heading.
  - a. getting better at solving math problems
  - b. able to produce sperm
  - c. starting to enjoy shopping for groceries with my parent or guardian
  - d. experiencing mood changes
  - e. more efficient at scheduling my homework
  - f. able to menstruate
  - g. starting to feel more comfortable talking with my teachers about sports
  - h. starting to make my own decisions about my extra-curricular activities
  - i. find myself sweating more
  - j. like being alone to read a book
  - k. getting pimples
  - l. noticing changes in my body shape
  - m. acquiring increased body hair
  - n. thinking more about world issues
  - o. starting to have many friends
  - p. sometimes find myself crying or getting very upset
  - q. am learning not to lose my temper so easily

Social Changes (family, friends)	Emotional Changes (feelings, likes, dislikes)	Mental Changes (thoughts, decisions)	Physical Changes (body, height, weight)
c	d	a	b
g	p	e	f
j	q	h	i
o		n	k
			l
			m

### Section 1 Assignment

1. Puberty is a time of many changes. In a paragraph describe the changes you have experienced during puberty thus far. Be sure your paragraph has an introductory sentence, supporting sentences, and a concluding sentence. Be sure to proofread your paragraph for spelling, punctuation, and grammar.

*Students' answers will vary depending on each student's stage of puberty. Answers should include physical, mental, social, and emotional changes. Be sure to correct the students' paragraphs for spelling, punctuation, and grammar.*

*Some possible changes are as follows:*

- **Physical Changes**

*Both males and females could mention changes such as skin becoming oilier, acne developing, perspiration increasing, growing taller, putting on weight, and growth of hair on arms, legs, pubic area, and underarms.*

*Males may indicate that their arms and legs are becoming more muscular, their shoulders are broadening, and their voices are getting deeper. Other noticeable changes could include hair growth on face and chest, a larger and darker penis, and enlarged testicles.*

*Females may comment on larger breasts; slightly deepened voices; fat that gives shape to upper arms, buttocks, hips, and thighs; and the beginning of menstruation.*

- **Mental Changes**

*Students may comment on changes in their ways of thinking. They may find that they have more things to think about. They may be interested in a wider range of friends including those of the opposite sex. They may mention having to make more decisions on their own and having to apply their decision-making skills.*

- *Emotional Changes*

*Students may comment on changes in their feelings, likes, or dislikes. They may express different feelings about themselves, about the people they associate with, and about life experiences. They may write about mood swings and about their feelings being easily hurt. Both are a natural part of growing up.*

- *Social Changes*

*Students may comment on relationships they have with their family, their friends, and people in their community. They may mention the need for privacy, more freedom, increased responsibilities, and more independence. They may express more self-interest in terms of appearance, clothing, figure, body size, hair, and so on.*

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Place the appropriate letter in the space provided on the response page.

  B   2. This structure produces the egg cells.

- A. fallopian tube
- B. ovary
- C. uterus
- D. vagina

  C   3. This is the passageway that carries sperm from the testicles to the urethra.

- A. scrotum
- B. penis
- C. vas deferens
- D. seminal vesicles

  A   4. The male glands that produce sperm are called

- A. testicles
- B. urethra
- C. vas deferens
- D. scrotum

  D   5. These are the chemical messengers that play an important role in one's growth and sexual maturation.

- A. estrogen
- B. chromosomes
- C. testosterone
- D. hormones



- A   6. This refers to the maturity or increased functioning of a body part, such as a gland or organ.
- A. development
  - B. puberty
  - C. growth
  - D. adolescence
- B   7. This tube carries urine and sperm to the outside of the body.
- A. scrotum
  - B. urethra
  - C. penis
  - D. vas deferens
- B   8. The hormone that is responsible for the development of the female sex characteristics and the production of egg cells in the ovaries is
- A. testosterone
  - B. estrogen
  - C. genes
  - D. chromosomes
- B   9. This system contains the glands that produce hormones, as well as the reproductive glands.
- A. respiratory
  - B. endocrine
  - C. nervous
  - D. digestive
- C   10. These changes affect the way you get along with people.
- A. mental
  - B. physical
  - C. social
  - D. emotional
- D   11. The pouch that contains the testicles is called the
- A. urethra
  - B. vas deferens
  - C. penis
  - D. scrotum

12. On the response page that follows, mark the following sentences true (T) or false (F). If a statement is false, rewrite it in the space provided to make it true.

- a.   F   Males usually begin puberty at a younger age than females.  
*Females usually begin puberty at a younger age than males.*
- b.   T   During puberty males and females increase in height and weight.
- c.   F   Some people do not go through any of the changes associated with puberty.  
*Everyone goes through the changes associated with puberty.*
- d.   T   Menstruation begins for females during puberty.
- e.   T   After puberty people sweat more than they did before.
- f.   F   Only male voices deepen during puberty.  
*Both male and female voices deepen, but in males the change is usually more noticeable.*
- g.   T   During puberty the organs of the reproductive system get larger.
- h.   T   Puberty is different for everyone.
- i.   T   During puberty females develop larger breasts.
- j.   F   Changes in the body at puberty are caused by hormones produced by the pancreas.  
*Changes in the body at puberty are caused by hormones produced by the sex glands – testicles in males, ovaries in females.*

## Section 2: Conception and Birth

### Key Concepts

- reproduction

This section deals with the process of child development from conception to labour. It examines prenatal development and genetic characteristics.

## Section 2: Activity 1

Review the process of conception by completing the following multiple-choice questions. Circle the letter that best completes each sentence.

- A 1. In order for the sperm and egg to unite,
  - A. the sperm travels to the egg in the fallopian tube
  - B. the egg travels to the sperm in the vagina
  - C. the sperm and egg both travel and meet in the uterus
- B 2. An egg is fertilized by
  - A. two sperm
  - B. one sperm
  - C. lots of sperm
- C 3. After the egg is fertilized, it travels to the
  - A. vagina
  - B. cervix
  - C. uterus
- B 4. The sperm contains
  - A. twenty-three pairs of chromosomes
  - B. twenty-three chromosomes
  - C. forty-six pairs of chromosomes
- A 5. When the egg and sperm unite, the chromosomes join to form
  - A. twenty-three pairs of chromosomes
  - B. twenty-three chromosomes
  - C. forty-six pairs of chromosomes
6. Some physical characteristics, such as the colour of your hair and eyes, the length of your eyelashes, the texture of your hair, the shape and size of your nose, the shape of your ears, and so on, are inherited from your parents. Find out which of these traits are shared among your family members. This includes your grandparents, parents, brothers, sisters, aunts, uncles, cousins, and yourself. Record your information in the following chart. Be sure to indicate each person's name and how that person is related to you. Some examples are given for you.

If you are in a situation where your biological family members are not available, interview someone whose biological family is available. Then complete the following chart using the person's information.



Person	Relationship to You	Eye Colour	Hair Colour	Hair Texture	Nose Features	Facial Features	Ear Features
Me		dark brown		slightly curly hair		freckles	
Yvonne	mother	dark brown		full-bodied hair		no freckles	
Uncle Dennis	uncle	dark brown		curly, wavy hair		some freckles	

*Students' answers will vary. Their answers may resemble the examples provided for them in the chart. Be sensitive to those students who do not live with their biological parents, and encourage them to complete the exercise by interviewing another student or yourself. The purpose of the exercise is to help students understand heredity and genetic characteristics.*

7. Do the following exercise to review conception. Place the appropriate word from the “Word List” in the blank beside each definition.

**Word List**

fertilization  
heredity  
genes  
identical twins  
chromosomes  
fraternal twins

- |                        |   |
|------------------------|---|
| <u>genes</u>           | a. hold the code for the development of each individual   |
| <u>fertilization</u>   | b. the union of an egg and a sperm  |
| <u>fraternal twins</u> | c. result when two different eggs are fertilized by two different sperm at about the same time      |
| <u>chromosomes</u>     | d. are found in the control centre of a cell and give an individual inherited characteristics       |
| <u>heredity</u>        | e. the passing of characteristics from one generation to another                                    |
| <u>identical twins</u> | f. result when a fertilized egg divides into two cells each of which starts developing into a child |

## Section 2: Activity 2

1. Define the following terms.

- a. **Placenta:** *the organ that attaches the fetus to the wall of the womb in the mother*

*It is through this organ that the fetus receives nutrients, oxygen, and water from the mother. The placenta also removes waste products from the fetus.*

- b. **Umbilical cord:** *a rope of tissue that joins the placenta to the developing fetus and carries blood and nourishment from mother to fetus*

- c. **Prenatal development:** *the development of the embryo and then the fetus before birth*

2. Indicate if the following statements are true (T) or false (F) by placing the appropriate letter in the space beside each statement. Correct the false statements to make them true by changing the necessary word(s).

  T   a. Drugs and alcohol can affect a developing embryo or fetus in a negative way.

  F   b. Fertilization occurs in the uterus.

*Fertilization occurs in the fallopian tubes.*

  F   c. At the end of the ninth month of pregnancy, the embryo can weigh between 3.2 kg and 3.4 kg.

*At the end of the ninth month of pregnancy, the fetus can weigh between 3.2 kg and 3.4 kg.*

  T   d. The fetus' heartbeat can be detected with a stethoscope by the fifth month.

  T   e. All medication taken by a pregnant mother must be closely monitored by a doctor.

## Section 2: Activity 3

1. In order to understand a little more about your own birth, complete the following interview with your parents or any other person who can best answer these questions. If you do not have access to the details of your birth, interview a friend, and perhaps that friend's parent, to find out the details of your friend's birth.

- Where were you born?
- What is your date of birth?
- When did labour begin, and how long did it last?
- Were there any complications during delivery?
- How much did you weigh?
- How long (tall) were you?
- Was there anything special about your birth?

*Answers will vary. This is a good time to encourage students to bring baby pictures to class and share stories about themselves when they were babies.*

2. For each of the following questions, select the best possible answer, and place a check mark (✓) in the space to the left of it.

- a. A baby is born by this process which has three stages.

☒ labour  
☐ contractions  
☐ cesarean section

- b. Because of complications, this operation is performed by a doctor to deliver a baby.

☐ delivery  
☒ cesarean section  
☐ cervix

- c. During this process, contractions open up the cervix to allow the baby to be delivered.

☐ cesarean section  
☐ contractions  
☒ labour

## Section 2 Assignment

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Place the appropriate letter in the space provided on the response page.

- B   1. This is the canal through which the baby passes during delivery.

A. cervix  
 B. vagina  
 C. fallopian tube  
 D. uterus

- D   2. The egg travels through this organ from the ovary to the uterus where implantation takes place.

A. vagina  
 B. uterus  
 C. ovary  
 D. fallopian tube



A   3. The pear-shaped organ where the baby develops during pregnancy is called the

- A. uterus
- B. vagina
- C. ovary
- D. fallopian tube

  D   4. This structure produces the eggs in the female.

- A. uterus
- B. fallopian tube
- C. vagina
- D. ovary

  A   5. The sequence of events that leads to the birth of a baby is called

- A. labour
- B. cervix
- C. cesarean section
- D. delivery

  C   6. This is the union of an egg with a sperm cell in the fallopian tube.

- A. labour
- B. cesarean section
- C. fertilization
- D. delivery

  D   7. These twins develop when one fertilized egg splits to form two separate embryos.

- A. fraternal
- B. vas deferens
- C. testicles
- D. identical

  D   8. This is the developing baby from the eighth week of pregnancy until birth.

- A. embryo
- B. chromosome
- C. gene
- D. fetus

9. On the response page that follows, mark the following statements true (T) or false (F). If the statement is false, rewrite the sentence in the space provided to make it true.
- a.   T   The placenta provides the developing fetus with food and oxygen.
- b.   F   In the placenta the blood supplies of the mother and the fetus mix.  
*In the placenta the blood supplies of the mother and the fetus do not mix. There is no direct mixing of the bloodstreams of the mother and the fetus.*
- c.   T   The umbilical cord connects the fetus to the placenta.
- d.   F   The egg supplies twenty-three pairs of chromosomes.  
*The egg supplies twenty-three chromosomes.*
- e.   T   Smoking during pregnancy can affect the growth of a developing embryo or fetus.
- f.   F   During the eighth month of development, the fetus loses weight.  
*During the eighth month of development, the fetus gains weight.*
- g.   F   The fetus cannot hear sounds.  
*The fetus can hear sounds.*
- h.   T   Prenatal development is the time before birth.
- i.   T   During the first two months of development, the baby is called an embryo.
- j.   T   A single ejaculation can contain from 120 to 600 million sperm.
- k.   F   Identical twins do not have to be of the same sex.  
*Identical twins are always of the same sex.*
- l.   T   The cervix opens during labour.

## Section 3: Decision Making and Sexuality

### Key Concepts

- forms of sexual expression
- alternatives to pregnancy

This section reviews the decision-making process. The section also provides the students with an opportunity to practise using the process to solve case studies and suggests factors which influence how decisions are made. Emphasis will be placed on using the decision-making process in the future when the students make decisions about their sexuality.

This section also examines different ways of expressing sexual feelings and identifies factors, such as STDs, that must be considered when making sexual decisions. This section deals with methods of preventing pregnancy, but stresses that abstinence is the only sure way of preventing conception.

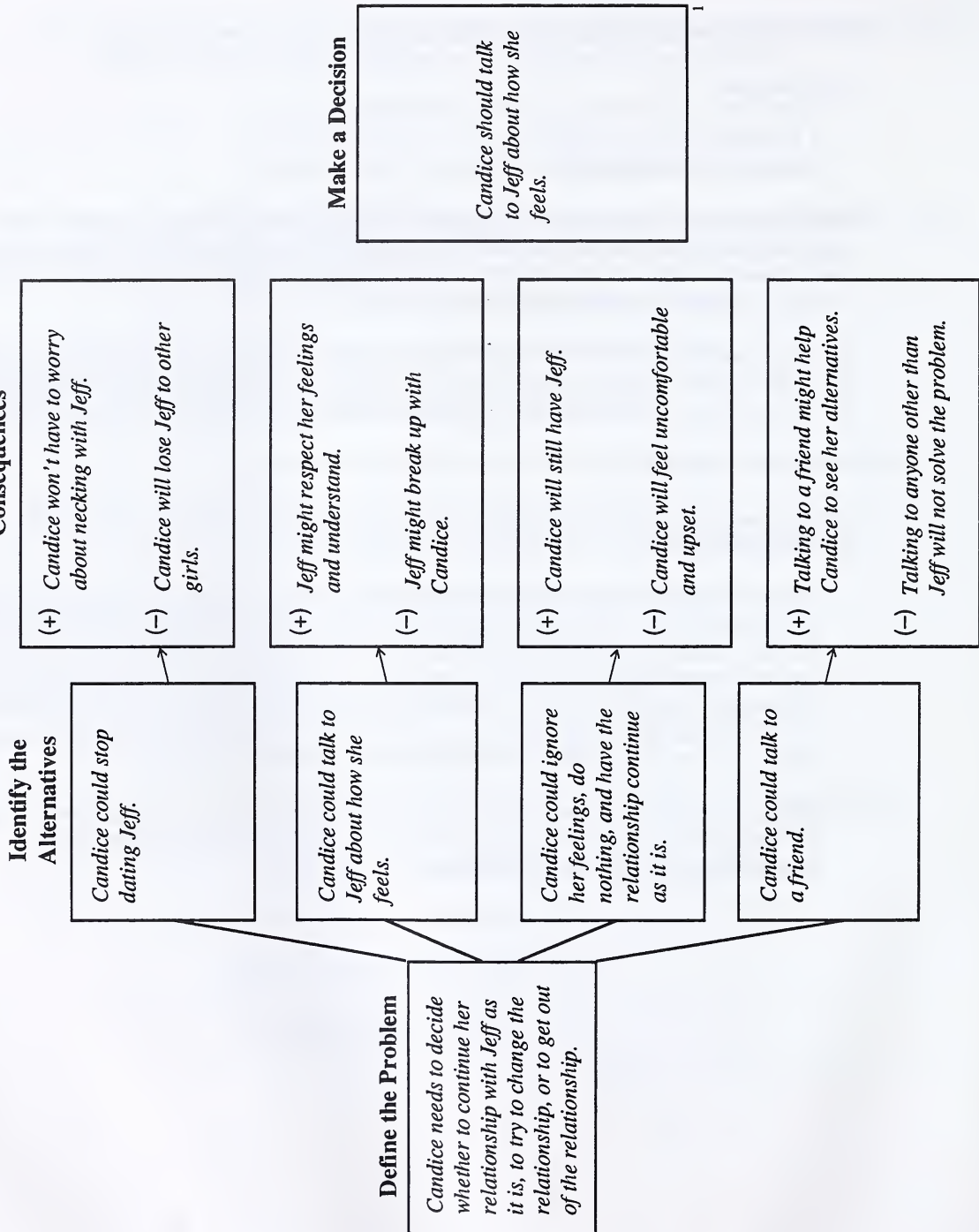
### Section 3: Activity 1

Now that you have reviewed the decision-making process, practise using it by completing the following case studies.

1. Candice is in Grade 7. She likes Jeff who is in Grade 8. A few months ago they met at a party and really hit it off. Jeff has told Candice that he really likes her. Candice thinks Jeff is terrific and thinks about him all the time. They have been to three parties, but this seems to be the only time they spend together. At first they would dance and kiss, but now they spend most of their time **necking**. Candice is concerned about what is happening but feels unsure about talking to Jeff. He is really good looking, and a lot of girls like him. She does not want to lose him to the other girls. There is a party on Saturday and she does not know what to do.

*The answers will vary but should be fairly similar to the answers given on the following chart. The students may not make the same final decision as that given on the following chart. However, they should justify their decisions.*

## Identify the Positive and Negative Consequences



<sup>1</sup> Adapted from Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. 7-14.



2. Jared and Diane have been teasing and tormenting each other for weeks. They are constantly hitting, shoving, and poking at each other; taking each other's books and pencils; and popping binders. The put downs are becoming increasingly worse, to the point where they are always telling each other how much they hate each other. Jared and Diane have even started to walk home after school together to continue their horseplay. Jared does not really hate Diane, nor does she hate him. In fact, each likes the other but does not know what to do or how to act around the other person.

*The answers will vary but should be fairly similar to the answers given on the following chart. The final decision does not have to be the same as given on the following chart, as long as the students justify their decisions.*

## Identify the Positive and Negative Consequences

### Identify the Alternatives

*They could avoid being around each other as much as possible.*

*They could continue the teasing and putdowns and do nothing.*

*They could each talk to someone else about their problem.*

*They could talk to each other about their feelings.*

### Define the Problem

*Jared and Diane need to decide if they should continue tormenting each other, or if they should change their relationship.*

(+) *They won't have anyone bothering them.*

(-) *They wouldn't be seeing each other and may feel lonely.*

(+) *This solution may seem the easiest at first thought as it avoids the discomfort of a confrontation.*

(-) *They might hurt each other's feelings and then really start to hate each other.*

(+) *It helps to discuss problems.*

(-) *Talking to someone else does not actually solve the problem.*

(+) *This could solve the problem if they both knew they liked each other.*

(-) *They still may not know how to act.*

### Make a Decision

*Jared and Diane should talk to each other about their feelings.*

<sup>1</sup> Adapted from Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. 7-14.

### Section 3: Activity 2

1. Throughout a lifetime, a person will have relationships with a (an):

- parent or guardian
- brother or sister
- acquaintance
- close friend of the same sex
- close friend of the opposite sex
- casual date
- steady date
- person to whom one is engaged
- person to whom one is married

Consider some of the ways in which a person might show affection for each of these people. For each of the expressions of affection, list the type of relationship in which you feel it is acceptable to show this type of affection. More than one type of relationship might apply.

a. Speaking warm, caring words

*parent or guardian, brother or sister, close friend of same sex or opposite sex, steady date, person to whom one is engaged, person to whom one is married*

b. Giving a pat on the back or arm

*This expression of affection could be appropriate for most any relationship.*

c. Giving a hug

*parent or guardian, brother or sister, close friend of same sex or opposite sex, steady date, person to whom one is engaged or married*

d. Holding hands

*parent or guardian, brother or sister, close friend of same or opposite sex, steady date, person to whom one is engaged or married*

e. Putting your arm around waist or shoulder

*parent or guardian, brother or sister, friend of same or opposite sex, steady date, person to whom one is engaged or married*

f. Kissing

*steady date, person to whom one is engaged or married.*

g. Necking

*steady date, person to whom one is engaged or married*

## h. Petting

*steady date, person to whom one is engaged or married*

i. Engaging in sexual intercourse<sup>1</sup>

*person to whom one is married*

*Answers will vary, but suggested answers are given as a guide.*

2. How have your parents or guardians transmitted sexual values to you? You may want to give examples to support your answers.

*Students' answers will vary. They may have some of the following answers:*

- *My parents/guardians have made clear, concise value statements.*
- *I know what my parents'/guardians' values are because of the way they live (life-style).*
- *My parents/guardians have made informal comments regarding their reactions to neighbours, friends, relatives, and television programs.*
- *Their values are transmitted by the rules and expectations they establish for me in terms of curfews and dating guidelines.*

3. How can you tell if you have made a good sexual decision?

*Students' answers will vary, but the following ideas should be included in their answers.*

*You know you've made a good sexual decision*

- *if your decision fits in with your values, beliefs, attitudes, and opinions*
- *if you can live with the decision*
- *if your decision does not hurt others or yourself*

4. What are some factors that need to be considered when making decisions about responsible sexual expression?

*Students' answers will vary. Possible answers might include one's rights, wishes, values, beliefs, attitudes, opinions, maturity, and commitment to handle the possible consequences of sexual behaviour.*

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<sup>1</sup> Adapted from Calgary Board of Education, *Family Life and Sex Education Program*, 1984, p. 7-13.



5. Using the information on pages 64 to 69 in your textbook, mark each statement true (T) or false (F).

- T   a. STD stands for sexually transmitted disease.
- T   b. AIDS, syphilis, gonorrhea, and herpes genitalis are all STDs.
- F   c. All STDs can be cured easily and quickly.
- T   d. STDs are spread by sexual contact.
- T   e. Chlamydia infection can be treated with antibiotics.
- T   f. Herpes is caused by a virus.
- F   g. All STDs are caused by bacteria.
- F   h. If you do not get treatment for an STD, you will get better.
- T   i. At this time there is no cure for herpes.
- F   j. If you have had an STD, you cannot get it again.
- T   k. Some STDs can make you sterile.
- F   l. The flu is a good example of an STD.

### Section 3: Activity 3

1. a. Read each of the following statements and mark a **yes** or a **no** beside each statement as it applies to you most of the time. Then add up your **yes** and **no** answers.

- I love to sleep in on weekdays and especially on weekends.
- Children get on my nerves easily.
- I have no patience with children.
- I like to be able to come and go as I please.
- I feel I am not mature enough to care for a baby full-time.
- I cannot tolerate routines.
- I want to pursue a career before I become a parent.
- I get angry very quickly.

- \_\_\_\_\_ I love to spend money on myself.
- \_\_\_\_\_ I am very particular and would want my child to be like me.
- \_\_\_\_\_ Spending money to raise a child does not make sense to me. I would rather spend it on myself.
- \_\_\_\_\_ I do not like to share my things with anyone else.

Number of yes answers \_\_\_\_\_

Number of no answers \_\_\_\_\_

*Most students will probably have more yes answers than no answers, indicating that they are not ready and capable of becoming a responsible parent. A few may indicate that they are in fact ready for parenthood.*

- b. After doing the previous activity, do you feel you would be a responsible parent? Why or why not? Support your answer.

*Students may give some of the following reasons for not wanting to assume parenthood:*

- *I want to attend university or college.*
- *The financial responsibility involved in raising and caring for a child (food, clothing, and equipment) is too great for me at this time.*
- *I would find caring for and raising a child too disruptive to my life.*
- *I do not have the patience or flexibility to cope with a child and I am not a compromising person.*
- *I do not want my education interrupted. Having a child will limit my career choices.*

*If students have more no answers this does not necessarily indicate that they are ready for parenthood. Still, some students may answer that they are ready and they may have supporting answers, such as the following:*

- *I feel I am ready to enjoy being a parent.*
- *I am ready to enjoy a baby's development and the physical and emotional closeness a child would bring.*
- *Having a baby will bring us, as a couple, closer together. We will share love with one another, participate in family attitudes, and learn more about each other through new responsibilities.*

*You may want to question the students to see if the readiness they indicated would continue for a number of years after the child was born.*

### Teaching Suggestions

Invite a parent with a baby to join in a class discussion about being ready for parenthood. Encourage the parent to be honest and frank about the responsibilities of caring for a baby.

You might also arrange, if possible, for a teenage single parent and a parent from a stable marriage to come to speak to your class on parenthood.

In either case, allow time for the students to ask the speakers questions.

2. Talk to your parents or guardians about some of the adjustments they had to make after their first child came into their home. Write about these adjustments in a paragraph. Be sure your paragraph has an introduction, supporting statements, and a conclusion. Use complete sentences in your paragraph. Reread the paragraph to be sure your spelling, punctuation, and grammar are correct.

*The adjustments mentioned in the students' paragraphs will vary. Some adjustments for new parents or guardians might have included the following:*

- *Budgeting became more of a concern because of the cost involved in raising a child. These costs included medical expenses for both the mother and child, a maternity wardrobe, diapers or diaper service, baby clothing, baby food, nursery furniture, baby-care needs, child care (baby-sitters), and baby equipment (baby swing, stroller, play pen, crib, mobiles, and car seat).*
- *More time had to be spent with the baby which meant less time for ourselves. Routines had to be followed. These included daily bathing, changing diapers every two hours, and feeding the baby every four hours – even during the night. Having a baby required more patience, flexibility and compromising on the part of the parents. Baby-sitters and child-care expenses might have become a concern for working parents. The parents' education could have been interrupted. The parents or guardians may have felt that having a baby limited their career choices and/or bumped them into a lower standard of living.*

3. In a short paragraph describe why you would not want to have a baby at this time in your life. Be sure to have an introduction, supporting statements, and a conclusion in your paragraph. Use complete sentences. Check your paragraph for spelling, punctuation, and grammar.

*Students' answers will vary. The following are possible reasons students may give for not wanting to have a baby:*

- *I am too young.*
- *I do not have much money.*
- *I am not patient enough.*

- *I do not have a regular, steady job.*
- *I am still in school and do not have much time for other activities.*
- *I am not ready for the responsibility.*
- *I want to travel before having a child.*
- *I want to have a career and be settled down first.*
- *I have not found someone I really love.*
- *I worry about the health risks of a teenage pregnancy (high blood pressure, nutritional deficiencies, low birth weight for the child, and the increased risk of infant illness or death).*

*Check the students' paragraphs for good introductions, supporting statements, conclusions, complete sentences, spelling, punctuation, and grammar.*

4. To see how much you know about myths, complete the quiz in the blue box on page 50 of your textbook. After you have completed the quiz, rewrite each of the myths as a factual statement.

*Only Statement 2 in the blue box is factual. Corrected statements may read as follows:*

*Statement 1: A woman can get pregnant the first time she has sexual intercourse.*

*Statement 3: A girl can get pregnant even if she's menstruating irregularly.*

*Statement 4: Males of any age past puberty are able to father a child.*

*Statement 5: You can get pregnant no matter what the position of intercourse.*

*Statement 6: Regular intercourse is not necessary for a woman to get pregnant.*

*Statement 7: Conception/fertilization can occur even during menstruation.*

*Statement 8: You cannot get pregnant just by touching semen.*

### Section 3 Assignment

1. Match each term with its corresponding definition by writing the term in the blank on the response page.

abstinence	AIDS
syphilis	gonorrhea
contraceptives	condom
IUD	spermicides
birth control pills	chlamydia



- |                               |   |
|-------------------------------|---|
| a. <u>birth control pills</u> | a contraceptive that prevents the ovary from releasing eggs   |
| b. <u>abstinence</u>          | not having sexual intercourse   |
| c. <u>AIDS</u>                | an STD which causes the immune system to break down   |
| d. <u>contraceptives</u>      | methods of deliberately preventing pregnancy  |
| e. <u>syphilis</u>            | a disease which, over the space of many years, will cause bone, muscle, and nerve tissues to break down |
| f. <u>IUD</u>                 | a device that is believed to stop a fertilized egg from implanting in the uterus                        |
| g. <u>gonorrhea</u>           | a contagious disease that causes inflammation in the genitals, urinary system, and other organs         |
| h. <u>condom</u>              | a thin tube of rubber or some other material that covers the erect penis                                |
| i. <u>spermicides</u>         | chemicals that kill sperm   |
| j. <u>chlamydia</u>           | the most common sexually transmitted disease among young people today                                   |

2. Use complete sentences to answer the following three questions.

- a. Why is it important to have STDs properly diagnosed and treated?

*STDs do not go away or cure themselves. People infected with STDs can infect their sexual partners. STDs that are left untreated can cause permanent damage such as sterility.*

- b. What are three common symptoms of STDs?

*Three common symptoms of STDs are burning sensations when urinating, growths or sores on sexual organs, and abdominal pain. Other symptoms include itching sensations and discharge from the penis or vagina.*

- c. Where could you receive information on STDs? Name two places.

*You could receive STD information from hospitals, school health nurses, community health nurses, public health nurses, family doctors, health clinics, STD clinics, and planned-parenthood clinics.*

3. Using the nine-step decision-making process, solve Jody's problem.

Gordon is a very popular student at school. He asks Jody to go out with him to a hockey game. She is very excited and pleased that he has asked her because every girl in her class dreams about being asked out by Gordon. Instead of going to the hockey game, Gordon takes Jody to his home. There he starts necking and petting with her. Jody feels uncomfortable and pulls away.

Worried that Gordon's parents will arrive home, Jody asks Gordon, "Suppose your parents come home?"

He laughs and replies, "There is no chance of that; they are on vacation!"

Gordon continues to neck and pet with Jody and pulls her closer to him. Jody pushes him away again and explains that she is not ready for this. Gordon tells her that most girls at school are not like her and that she is very different from the rest. He also mentions that all the girls allow him to do whatever he wants. If you were Jody, what would you do?

*Students' answers will vary. The following are only examples of some possible answers.*

**Step 1: In a few sentences identify Jody's problem.**

*Should Jody allow Gordon to do whatever he wants?*

**Step 2: Gather the information related to Jody's problem. Identify at least two possible solutions. If you can think of more than two, that is great!**

**Choice A:** *Jody could allow Gordon to carry on as he is.*

**Choice B:** *Jody could tell Gordon she is not interested in seeing him if he continues to push her into physical involvement.*

**Step 3: Consider all the alternatives, and list the pros and cons of each. Think about the best things that could possibly happen to Jody (pros). Then think about the worst things that could possibly happen (cons).**

**Choice A** Pros • *Gordon will get his way and will be happy about it.*  
• *Gordon will probably continue to date Jody.*

Cons • *Jody will feel guilty and uncomfortable because what she is allowing Gordon to do is against her values, feelings, and attitudes.*  
  
• *Jody will hate herself for allowing Gordon to push her into something she doesn't feel good about. This could lead to an unwanted pregnancy or STDs. Jody might feel that Gordon is very self-centred, and will start to dislike him.*

**Choice B** Pros • *Jody will feel much better about herself; Her self-concept will be enhanced.*  
  
• *Jody will not feel guilty.*  
  
• *Jody will not have to worry about things going too far and the possibility of an unwanted pregnancy or of contracting STDs.*

Cons • *The relationship between Jody and Gordon could dissolve.*

**Step 4: Pick one of the choices, and make Jody's decision.**

*Most students will decide on Choice B.*

**Step 5: Decide on a plan of action to carry out the decision. This means listing what Jody will have to do to carry out the decision. You can also identify the ways she could handle potential obstacles.**

*Jody should tell Gordon that she does not want him to push her into something she is not ready for. She will explain to Gordon the reasons for her decision. She will tell him that she is interested in dating him but she does not want to get serious too quickly.*

*Getting too serious at this age would be against Jody's values, feelings, and attitudes. She might mention to Gordon that they are not responsible or mature enough to handle some of the possible consequences of sexual involvement (teen pregnancy and STDs).*

**Step 6: What could be the possible consequences of Jody's decision? Remember, Jody must accept responsibility for the decision and live with the consequences – good or bad.**

*Jody realizes that by going along with her plan, she may never be asked for a date by Gordon again. She is prepared for this. Her popularity may also decrease because she is no longer dating the most popular boy in the school. She'll feel good about herself, and that is more important than Gordon or popularity.*

**Step 7: Carry out the plan of action. Once you have decided on the steps necessary to successfully carry out Jody's decision, she actually has to put them into practice.**

*Jody must tell Gordon that she does not care to carry on as on the first date. Gordon may tell Jody that he will then ask other girls out. Jody could then decide to date other boys and might consider going out more with her girlfriends.*

**Step 8: Evaluate the decision and plan. Do you think the plan will work? Explain why you think so.**

*Jody's plan would probably be working well. She would feel good about her decision. She would now be comfortable and no longer feel guilty, because her choice conforms to her values, feelings, and attitudes. She would enjoy meeting other boys, and would enjoy spending more time with her girlfriends.*

**Step 9: Be prepared to change or continue. Depending on the evaluation, Jody can either continue to take action, or go back to one of the other possible choices.**

*Jody would feel pleased with her decision. She will stick with the decision because it coincides with her values, feelings, and attitudes.*







This booklet cannot be purchased separately; the  
Learning Facilitator's Manual is available  
only as a complete set.



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